

RAVENEL ELEMENTARY

150 Ravenel School Road
Seneca, SC 29678

GRADES K-5 Elementary School

ENROLLMENT 477 Students

PRINCIPAL Carolyn H. Harris 864-885-5026

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	40	4	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

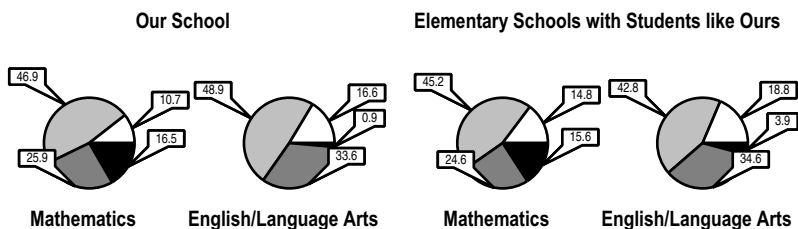
FOR MORE INFORMATION, VISIT WEBSITES AT:




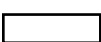
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Excellent	Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	33	90	58
Percent satisfied with learning environment	97.0%	85.4%	89.1%
Percent satisfied with social and physical environment	100.0%	88.9%	89.3%
Percent satisfied with home-school relations	100.0%	87.8%	92.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	245	99.6	16.6	48.9	33.6	0.9	34.5	17.6
Gender								
Male	139	100.0	19.2	50.4	29.6	0.8	30.4	17.6
Female	106	99.1	13.3	46.9	38.8	1.0	39.8	17.6
Racial/Ethnic Group								
White	183	99.5	13.6	44.4	40.8	1.2	42.0	17.6
African-American	52	100.0	28.3	65.2	6.5	N/A	6.5	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	186	99.5	10.6	45.3	42.9	1.2	44.1	17.6
Disabled	59	100.0	35.8	60.4	3.8	N/A	3.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	245	99.6	16.6	48.9	33.6	0.9	34.5	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	244	99.6	16.7	49.1	33.3	0.9	34.2	17.6
Socio-Economic Status								
Subsidized meals	100	99.0	24.4	55.8	19.8	N/A	19.8	17.6
Full-pay meals	141	100.0	11.7	44.5	42.3	1.5	43.8	17.6

Mathematics								
All students	245	100.0	10.7	46.9	25.9	16.5	42.4	15.5
Gender								
Male	139	100.0	11.2	42.4	24.8	21.6	46.4	15.5
Female	106	100.0	10.1	52.5	27.3	10.1	37.4	15.5
Racial/Ethnic Group								
White	183	100.0	8.2	38.8	31.8	21.2	52.9	15.5
African-American	52	100.0	21.7	71.7	4.3	2.2	6.5	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	186	100.0	5.3	43.3	29.8	21.6	51.5	15.5
Disabled	59	100.0	28.3	58.5	13.2	N/A	13.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	245	100.0	10.7	46.9	25.9	16.5	42.4	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	244	100.0	10.8	46.6	26.0	16.6	42.6	15.5
Socio-Economic Status								
Subsidized meals	100	100.0	12.6	64.4	17.2	5.7	23.0	15.5
Full-pay meals	141	100.0	9.5	35.8	31.4	23.4	54.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	72	N/A	13.9	44.4	31.9	9.7	41.7
	Grade 4	83	N/A	9.6	41.0	47.0	2.4	49.4
	Grade 5	70	N/A	10.0	57.1	28.6	4.3	32.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	79	98.7	11.8	45.6	42.6	N/A	42.6
	Grade 4	76	100.0	20.8	45.8	31.9	1.4	33.3
	Grade 5	90	100.0	16.9	54.2	27.7	1.2	28.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	72	N/A	15.3	43.1	15.3	26.4	41.7
	Grade 4	83	N/A	13.3	31.3	28.9	26.5	55.4
	Grade 5	70	N/A	11.4	32.9	32.9	22.9	55.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	79	100.0	13.0	50.7	30.4	5.8	36.2
	Grade 4	76	100.0	11.1	40.3	26.4	22.2	48.6
	Grade 5	90	100.0	8.4	49.4	21.7	20.5	42.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 477)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.6%	Down from 3.4%	2.4%	2.4%
Attendance rate	96.9%	Down from 97.2%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	18.3%	Down from 20.7%	21.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.7%	Up from 12.4%	7.3%	8.0%
Older than usual for grade	0.4%	No change	0.8%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	75.7%	Down from 80.0%	54.2%	50.0%
Continuing contract teachers	97.3%	Up from 97.1%	90.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	94.9%	Up from 89.1%	88.8%	86.2%
Teacher attendance rate	96.8%	Up from 95.2%	95.6%	95.3%
Average teacher salary	\$45,373	Up 2.1%	\$41,158	\$39,909
Prof. development days/teacher	8.7 days	No change	10.7 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.5	4.0
Student-teacher ratio	22.6 to 1	Up from 18.4 to 1	19.7 to 1	18.9 to 1
Prime instructional time	92.6%	Up from 91.0%	90.3%	89.7%
Dollars spent per pupil*	\$6,284	Up 5.6%	\$5,585	\$5,892
Percent spent on teacher salaries*	62.3%	Down from 69.4%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The popular song, "I Hope You Dance," with the recurring words "When you get the chance to sit out or dance, I hope you dance" highlighted the vision for our students during the 2002-03 school year. Our staff refused to sit out of the dance this year, and we invited our families and students to join us as we danced to the music all year. Opening our year with Back to School Night and continuing with Monday Night Madness educational sessions for parents, the Fall Festival, the Holiday Chorus Program, Career Day, our tenth anniversary of "Artists on the Green," Jump Rope for Heart, our second annual Family Report Card Night and Family Math, Science and Writing Nights were our invitations for parents to participate in the dance for our children's education.

To build upon our strong academic climate, we offered numerous computer math times for students, a renewed focus on writing strategies, and extra intensive math and reading instruction. The math computer lab opened at 7:20 for any student to participate in Early Morning Math, and during the school day for third through fifth graders to improve their math skills during three thirty-minute sessions each week. The math lab proved a tremendous asset to our new math textbook, Every Day Math. Secondly, our faculty, students and parents put their belief that writing is important into action. The staff participated in book studies to discover better techniques to teach writing. Each quarter our parents, students and staff wrote stories, poems and essays around a central theme. We published these stories on the school web page and bound them into books. Thirdly, some third through fifth graders received intensive instruction after school in either Math or English Language Arts. Nine experienced teachers provided instruction to over fifty students in small direct instruction learning clubs. We also provided extra tutoring during the day to every kindergartner through fifth grader who needed intensive instruction.

All these activities were designed for our families, staff, and students to join us in educating our children. Dancing as partners, we achieved our dream, the best education for our children. "And I hope you will dance."

Carolyn Harris, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.